

## Dakota Valley School District Improvement Plan/Progress Report Form

### **Principle: 3 Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

#### **ARSD 24:05:27:04. Determination of related services**

In deciding whether a particular developmental, corrective, or other supportive service is a related service, the members of the IEP team shall review the results of the individual evaluations used to determine the child's need for special education. Based on the specific special education services to be provided, the team shall determine whether or not related services are required in order to implement the special education program being recommended.

**24:05:27:23. Criteria for occupational therapy.** A student may be identified as in need of occupational therapy as a related service if:

- (1) The student has a disability and requires special education;
- (2) The student needs occupational therapy to benefit from special education; and
- (3) The student demonstrates performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean in one or more of the following areas: fine motor skills, sensory integration, and visual motor skills.

Six students had occupational therapy as a related service; however during their last three year reevaluation there were no standard scores for occupational therapy. There was a written report referred to as an update for the three year assessment. This update did not include any scores or criteria to meet occupational therapy as a related service, nor was there evidence the team determined and gave notice to the parents of the decision not to evaluate in this area.

#### **ARSD 24:05:04.02 Determination of needed evaluation data**

As part of an initial or reevaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine what evaluation data is needed to support eligibility and the child's special education needs. Through interviews and file reviews the monitoring team determined parental input into the evaluation process was missing in 11 of 26 files completed prior to the completion of the prior notice.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**The district ensures evaluations and reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for continuing eligibility.**

<b>1. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> <b>When determining eligibility for Occupational Therapy services a formal evaluation will be completed with criteria and standard sores. Parent input into each evaluation will be documented prior to the initiation of testing.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? <b>Occupational Therapists will be in-serviced on the need of formal evaluations which include standard scores.</b> What data will be given to SEP to verify this objective? <b>Each OT evaluation will be checked by the Director. The number of evaluations completed and the number which has standard scores will be reported to the SEP.</b>	<b>April 05 to October 05</b>	<b>Occupational Therapists and Director of Special Education</b>	<b>Met</b> <b>11/23/05</b>	
Please explain the data (6 month) An in-service with our OT provider was completed on July 21, 2005 and August 15, 2005 to specify the need for formal evaluations for each initial and re-evaluation. The determination of eligibility will be based on standard scores and criteria. One OT evaluation has been completed and the report did include standard scores.				
2. What will the district do to improve? <b>Each student being assessed will have parent input into the evaluation before the evaluation is started.</b>  What data will be given to SEP to verify this objective? <b>The Director will check each student being evaluated and report the number of students whose files has parent input before the evaluation.</b>	<b>April 05 to October 05</b>	<b>Special Education Staff and Director</b>	<b>Met</b> <b>11/23/05</b>	
Please explain the data (6 month) DV has revised our recording procedure to insure that parental input into the pre-evaluation process (TAT) is properly documented and reported. Four evaluations have been completed and parental input was documented before each of the four evaluations.				

**Principle: 3 Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**Issues Requiring immediate Attention**

**ARSD 24:05:25:06. Reevaluations**

**24:05:22:03. Certified child.** A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

The monitoring team identified the following issues:

1. One student with the disability of developmental delay was not evaluated in the areas of personal/social, adaptive, gross or fine motor.
2. One student with the disability of mental retardation did not have an adaptive behavior evaluation completed.
3. One student with the disability of multiple disabilities did not have an adaptive behavior completed for the area of mental retardation.
4. Three students with the disability of other health impaired did not have sufficient data to support the disability. All scores on the BASC were within normal range. Functional evaluations did not show any areas of concern. When checking if behaviors impede learning on the IEP, all stated no.

**24:05:24:01:05. Diagnostic procedures for autism.** School districts shall refer students suspected as having autism for a diagnostic evaluation to an agency specializing in the diagnostic and educational evaluation of autism or to another multidisciplinary team or group of persons who are trained and experienced in the diagnosis and educational evaluation of persons with autism.

A student suspected of autism must be evaluated in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

The evaluation shall utilize multiple sources of data, including information from parents and other caretakers, direct observation, performance on standardized tests of language/communication and cognitive functioning and other tests of skills and performance, including specialized instruments specifically developed for the evaluation of students with autism.

Three students did not have documentation of evaluations to support the identified disability of autism. ARSD 24:05:24:01.05 requires an evaluation that utilizes multiple sources of data, including information from parents and other caretakers, direct observation, performance on standardized tests of language/communication and cognitive functioning and other tests of skills and performance, including specialized instruments specifically developed for the evaluation of students with autism. There were no assessments specifically developed for the evaluation of students with autism administered.

The following data was present in the student files:

Student one was give an ability, achievement, ABES, BASC, and language.

Student two was given an ability, achievement, and speech and language.

Student three was given an ability, achievement, fine motor, and speech and language.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**The district ensures evaluations and reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for eligibility.**

**2. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

**The district will evaluate all students in all areas of suspected disability**

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? <b>The IEP team will meet on all 9 students and decide what evaluations need to be completed for determining eligibility. A meeting will be held after the evaluations are completed to determine eligibility.</b> What data will be given to SEP to verify this objective? <b>The director will send the number of students evaluated and report to the SEP the results of the evaluations.</b>	<b>April 05 to October 05</b>	<b>IEP Team MDT Team Director</b>	<b>Met 11/23/05</b>	

Please explain the data (6 month) Documentation was mailed to the Special Education Office on September 27, 2005. The IEP Team has determined that each of the nine students continue to qualify for special education services and/or special education with related services.

**Principle: 4 Procedural Safeguards**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:30:15-Surrogate Parent**

Each school district shall establish procedures for the assignment of a surrogate parent to ensure that the rights of a child are protected if no parent can be identified and the district, after reasonable effort, cannot discover the whereabouts of a parent or if the child is a ward of the state. At a minimum, a district's method for determining whether a child needs a surrogate parent must include the following:

- (1) The identification of staff members at the district or building level responsible for referring students in need of a surrogate parent;
- (2) The provision of in-service training on the criteria in this section for determining whether a child needs a surrogate parent; and
- (3) The establishment of a referral system within the district for the appointment of a surrogate parent.

The district superintendent or designee shall appoint surrogate parents.

The district shall ensure that a person selected as a surrogate has no interest that conflicts with the interest of the child the surrogate represents and has knowledge and skills that ensure representation of the child. The district is responsible for the training and certification of surrogate parents and shall maintain a list of persons who may serve as surrogate parents.

Through interviews it was determined that the district does not have a list of individuals who would serve as a surrogate parent if needed.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**The district will ensure the rights of a child are protected if a parent can not be identified, by having a list of individuals who would serve, and assigning a surrogate parent.**

**1. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

**The Dakota Valley School District will have a list of possible surrogate parents for appointment if no parent can be contacted.**

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
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6 month reporting date 02/06/06 Received date 11/16/05

Closed 11/23/05

1. What will the district do to improve? <b>A list will be generated and people contacted who may serve as a surrogate parent.</b> What data will be given to SEP to verify this objective? <b>The date the list is completed and the number of possible surrogate parents will be submitted to the SEP.</b>	<b>April 05 and Ongoing</b>	<b>Director of Special Education</b>	<b>Met 11/23/05</b>	
Please explain the data (6 month) A list of seven (7) parents was generated/completed on September 7, 2005 and will be kept on file in the Special Services Director's office.				

### **Principle: 5 Individualized Educational Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:27:13:02 Transition services**

Transition services are a coordinated set of activities for a student designed within an outcome-oriented process, which promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

**24:05:27:13. Modifications to regular vocational program.** If modifications to the regular vocational education program are necessary in order for the student to participate in that program, those modifications must be included in the individual educational program. If the student needs a specially designed vocational education program, then vocational education must be described in all applicable areas of the student's individual educational program.

Information regarding the availability of transitional services for students in need of special education or special education and related services at the secondary level shall be provided in a manner comparable to those services offered to students in the regular education program. Vocational and transitional services shall be addressed in a student's individual educational program beginning at the age of 16 or at a younger age as determined by the placement committee.

The monitoring team determined transition did not contain a set of coordinated activities for students. Two students, ages 14, had no course of study. One student, age 16, had no services listed for transition. Two students, age 16 or older with the eligibility of mental retardation had no goals for transition. They had appropriate transition evaluations; however the needs from the transition evaluation were not addressed in transition services or goals and objectives. Four student files had the parents and student listed as responsible for all activities. No outside agencies were invited to IEP meetings for any student 16 years or older.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**The district ensure that transition plans for students are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities.**

<p><b>1. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p><b>The district will provide services to transition age students to prepare them for post-secondary school activities.</b></p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress</b> Record date objective is met</p>	<p><b>12 month progress</b> Record date objective is met</p>
<p>1. What will the district do to improve? <b>The regional transition specialist will do an in-service for all certified special education staff to cover the transition process and guidelines.</b></p> <p>What data will be given to SEP to verify this objective? <b>The date and special education staff attending will be sent to the SEP.</b></p>	<p><b>May 05</b></p>	<p><b>Transition Specialist</b></p>	<p><b>Met</b> <b>11/23/05</b></p>	
<p>Please explain the data (6 month) Bev Petersen did provide in-service to Dakota Valley special education staff pertaining to the transition process and guidelines on April 13, 2005 and September 13, 2005. It is planned to send 2 staff members to the transition meetings to be held on October 18th in Yankton and October 20<sup>th</sup> in Sioux Falls. In attendance at transition in-services: Darcey Bye, Camilla Holthe, Debra McNary, and Cathy Magee</p>				
<p>2. What will the district do to improve? <b>All IEPs of students 16 and older will provide transition services including life outcomes and course of study. Students 16 or younger, if needed, will show a summary of the student's present levels of performance in the area of transition, and all five areas will have documentation of being addressed at all meetings. Assessment results will be used to determine activities needed to achieve the student's post-school goals.</b></p> <p>What data will be given to SEP to verify this objective? <b>The Director will check all IEPs of students 16 and older for transition services. The number of files checked and the percent containing transition activities will be reported to the SEP.</b></p>	<p><b>May 05 and ongoing</b></p>	<p><b>Special Education Teachers and Director</b></p>		



6 month reporting date 02/06/06 Received date 11/16/05

Closed 11/23/05

Please explain the data (6 month) In 8 of the 8 files checked, the IEPs of students 16 and older have included appropriate transition evaluations that were used as part of a coordinated set of activities to prepare the students for post-high school activities. A course of study was presented and life outcomes were discussed at each IEP meeting. In all 8 IEPs it is documented that all five areas have been addressed during the meeting. Bev Petersen was asked to review two of the files including transition services to confirm that our process does tie the evaluation results to student outcomes or goals and objectives. Dakota Valley has invited outside agencies to 4 of the 8 IEP meetings involving transition services for students 16 and older.